

“How to Give Effective Feedback to Your Students”(2008) by Susan M. Brookhart (p. 5-7)  
Feedback Strategies and Content:

### Feedback Strategies

Feedback Strategies Can Vary In...	In These Ways...	Recommendations for Good Feedback
Timing	<ul style="list-style-type: none"> <li>When given</li> <li>How often</li> </ul>	<ul style="list-style-type: none"> <li>Provide immediate feedback for knowledge of facts (right/wrong).</li> <li>Delay feedback slightly for more comprehensive reviews of student thinking and processing.</li> <li>Never delay feedback beyond when it would make a difference to students.</li> <li>Provide feedback as often as is practical, for all major assignments/<b>tasks</b>.</li> </ul>
Amount	<ul style="list-style-type: none"> <li>How many points made</li> <li>How much about each point</li> </ul>	<ul style="list-style-type: none"> <li>Prioritize-pick the most important points.</li> <li>Choose points that relate to major learning goals.</li> <li>Consider the student's developmental level.</li> </ul>
Mode	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> <li>Visual/demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Select the best mode for the message. Would a comment/<b>question</b> in passing the student's desk suffice? Is a conference needed?</li> <li>Interactive feedback (talking with the student) is best when possible.</li> <li>Give written feedback on written work or on assignment cover sheets.</li> <li>Use demonstration if “how to do something” is an issue or if the student needs an example.</li> </ul>
Audience	<ul style="list-style-type: none"> <li>Individual</li> <li>Group/class</li> </ul>	<ul style="list-style-type: none"> <li>Individual feedback says, “The teacher values my learning.”</li> <li>Group/class feedback works if most of the class missed the same concept on an assignment, which presents and opportunity for re-teaching <b>or further exploration opportunities</b>.</li> </ul>

### Feedback Content

Feedback Content Can Vary In...	In These Ways...	Recommendations for Good Feedback
Focus	<ul style="list-style-type: none"> <li>On the work itself</li> <li>On the process the student used to do the work</li> <li>On the student's self-regulation</li> <li>On the student personally</li> </ul>	<ul style="list-style-type: none"> <li>When possible, describe both the work and the process-and their relationship.</li> <li>Comment on the student's self-regulation if the comment will foster self-efficacy.</li> <li>Avoid personal comments.</li> </ul>
Comparison	<ul style="list-style-type: none"> <li>To criteria for good work (criterion-referenced)</li> <li>To other students (norm-referenced)</li> <li>To student's own past performance (self-referenced)</li> </ul>	<ul style="list-style-type: none"> <li>Use criterion-referenced feedback for giving information about the work itself.</li> <li>Use norm-referenced feedback for giving information about student processes or effort.</li> <li>Use self-referenced feedback for unsuccessful learners who need to see the progress they are making, not how far they are from the goal.</li> </ul>
Function	<ul style="list-style-type: none"> <li>Description</li> <li>Evaluation/judgment</li> </ul>	<ul style="list-style-type: none"> <li>Describe.</li> <li>Don't judge.</li> </ul>
Valance	<ul style="list-style-type: none"> <li>Positive</li> <li>Negative</li> </ul>	<ul style="list-style-type: none"> <li>Use positive comments that describe <i>what</i> is well done.</li> <li>Accompany negative descriptions of the work with positive suggestions for improvement.</li> </ul>
Clarity	<ul style="list-style-type: none"> <li>Clear to student</li> <li>Unclear</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary and concepts the student will understand.</li> <li>Tailor the amount and content of feedback to the student's developmental level.</li> </ul>
Specificity	<ul style="list-style-type: none"> <li>Nitpicky</li> <li>Just right</li> <li>Overly general</li> </ul>	<ul style="list-style-type: none"> <li>Tailor the degree of specificity to the student and the task.</li> <li>Make feedback specific enough so that students know what to do but not so specific that it's done for them</li> <li>Identify errors or types of errors, but avoid correcting every one (e.g., copyediting, supplying right answers or <b>formulas</b>), which doesn't leave the students anything to do.</li> </ul>
Tone	<ul style="list-style-type: none"> <li>Implications</li> <li>What the student will “hear”</li> </ul>	<ul style="list-style-type: none"> <li>Choose words that communicate respect for the student and the work.</li> <li>Choose words that position the student as the agent.</li> <li>Choose words that cause students to think or wonder.</li> </ul>

\*bolded items have been added by the presenters